

Gilbert Middle

120 Rikard Circle
Gilbert, SC 29054

Grades 6-8 Middle School

Enrollment 679 Students

Principal Alan G. Zwart 803-892-1050

Superintendent Dr. Karen C. Woodward 803-951-8363

Board Chair Albert J. Dooley Jr. 803-359-0844

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	14	23	0	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 13 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Average	Below Average	No
2004	Average	Below Average	No
2005	Average	Below Average	No

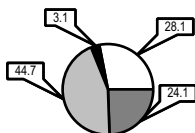
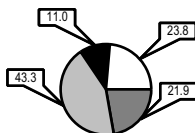
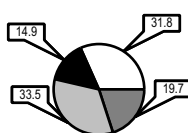
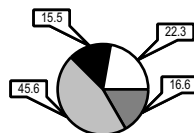
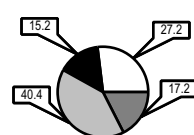
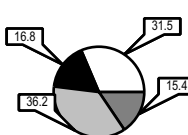
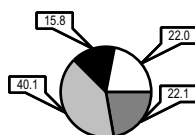
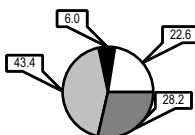
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	675	99.9	27.9	44.7	24.2	3.1	38.8	Yes	Yes
Gender									
Male	367	99.7	33.6	45.7	18.0	2.7	31.3		
Female	308	100.0	21.5	43.6	31.2	3.7	47.3		
Racial/Ethnic Group									
White	602	99.8	27.1	44.5	25.1	3.3	40.7	Yes	Yes
African American	37	100.0	35.3	55.9	8.8	0.0	11.8	I/S	I/S
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	25	100.0	50.0	30.0	20.0	0.0	25.0	I/S	I/S
American Indian/Alaskan	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	570	99.8	19.3	49.4	27.6	3.7	44.5		
Disabled	105	100.0	75.5	19.4	5.1	0.0	7.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	675	99.9	27.9	44.7	24.2	3.1	38.8		
English Proficiency									
Limited English Proficient	12	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	663	99.9	26.9	45.4	24.5	3.2	39.3		
Socio-Economic Status									
Subsidized meals	264	100.0	40.2	41.4	17.3	1.2	26.1	No	Yes
Full-pay meals	411	99.8	20.1	46.9	28.6	4.4	46.9		

Mathematics – State Performance Objective = 36.7%									
All Students	675	99.9	23.7	43.3	22.0	11.0	47.9	Yes	Yes
Gender									
Male	367	99.7	25.7	42.8	21.5	10.0	46.0		
Female	308	100.0	21.5	44.0	22.5	12.1	50.0		
Racial/Ethnic Group									
White	602	99.8	23.4	42.2	23.2	11.2	49.2	Yes	Yes
African American	37	100.0	38.2	52.9	2.9	5.9	29.4	I/S	I/S
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	25	100.0	15.0	55.0	20.0	10.0	35.0	I/S	I/S
American Indian/Alaskan	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	570	99.8	15.4	46.6	25.6	12.4	54.5		
Disabled	105	100.0	69.4	25.5	2.0	3.1	11.2	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	675	99.9	23.7	43.3	22.0	11.0	47.9		
English Proficiency									
Limited English Proficient	12	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	663	99.9	23.9	42.7	22.3	11.1	48.6		
Socio-Economic Status									
Subsidized meals	264	100.0	36.1	41.8	14.9	7.2	34.9	No	Yes
Full-pay meals	411	99.8	15.7	44.3	26.5	13.4	56.2		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	675	99.9	31.7	33.6	19.8	14.9	34.7
Gender							
Male	367	99.7	32.2	31.6	19.2	17.1	36.3
Female	308	100.0	31.2	35.9	20.5	12.4	32.9
Racial/Ethnic Group							
White	602	99.8	30.5	33.2	21.1	15.2	36.3
African American	37	100.0	55.9	35.3	5.9	2.9	8.8
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	25	100.0	30.0	45.0	15.0	10.0	25.0
American Indian/Alaskan	8	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	570	99.8	23.9	36.4	22.6	17.1	39.7
Disabled	105	100.0	74.5	18.4	4.1	3.1	7.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	675	99.9	31.7	33.6	19.8	14.9	34.7
English Proficiency							
Limited English Proficient	12	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	663	99.9	31.5	33.3	20.1	15.1	35.2
Socio-Economic Status							
Subsidized meals	264	100.0	45.0	32.5	13.7	8.8	22.5
Full-pay meals	411	99.8	23.2	34.3	23.7	18.8	42.5

Social Studies							
All Students	675	99.9	22.1	45.7	16.6	15.5	32.2
Gender							
Male	367	99.7	20.9	44.0	16.2	18.9	35.1
Female	308	100.0	23.5	47.7	17.1	11.7	28.9
Racial/Ethnic Group							
White	602	99.8	21.3	44.9	17.1	16.8	33.9
African American	37	100.0	32.4	61.8	2.9	2.9	5.9
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	25	100.0	35.0	45.0	15.0	5.0	20.0
American Indian/Alaskan	8	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	570	99.8	15.6	48.1	18.4	18.0	36.4
Disabled	105	100.0	58.2	32.7	7.1	2.0	9.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	675	99.9	22.1	45.7	16.6	15.5	32.2
English Proficiency							
Limited English Proficient	12	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	663	99.9	21.7	45.7	16.9	15.8	32.6
Socio-Economic Status							
Subsidized meals	264	100.0	36.1	42.2	13.7	8.0	21.7
Full-pay meals	411	99.8	13.1	47.9	18.6	20.4	38.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	216	100.0	29.4	33.6	32.7	4.3	37.0
	7	230	100.0	31.8	48.0	17.9	2.2	20.2
	8	228	100.0	30.7	45.1	20.9	3.3	24.2
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	235	100.0	30.8	43.9	20.8	4.5	25.3
	7	218	100.0	24.5	47.5	26.0	2.0	27.9
	8	222	99.6	28.3	42.9	25.9	2.8	28.8
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	216	100.0	22.7	43.6	19.9	13.7	33.6
	7	230	100.0	22.4	43.5	21.5	12.6	34.1
	8	228	100.0	29.3	51.2	14.9	4.7	19.5
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	235	100.0	19.9	39.8	28.5	11.8	40.3
	7	218	100.0	25.0	41.2	19.6	14.2	33.8
	8	222	99.6	26.4	49.1	17.5	7.1	24.5
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	235	100.0	38.9	25.8	19.9	15.4	35.3
	7	218	100.0	24.5	38.7	18.1	18.6	36.8
	8	222	99.6	31.1	36.8	21.2	10.8	32.1
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	235	100.0	17.6	42.5	16.3	23.5	39.8
	7	218	100.0	26.5	44.6	16.2	12.7	28.9
	8	222	99.6	22.6	50.0	17.5	9.9	27.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 679)				
Students enrolled in high school credit courses (grades 7 & 8)	15.4%	Up from 11.5%	22.7%	15.5%
Retention rate	2.8%	Up from 0.9%	2.6%	3.0%
Attendance rate	96.0%	Down from 96.5%	96.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.0%	Up from 2.7%	3.5%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.1%	Up from 3.0%	3.4%	4.6%
Eligible for gifted and talented	14.6%	Down from 20.1%	24.2%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.7%	Up from 12.7%	11.4%	13.6%
Older than usual for grade	1.3%	Up from 1.1%	2.9%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Down from 1.2%	0.8%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 52)				
Teachers with advanced degrees	57.7%	Down from 59.3%	54.8%	51.8%
Continuing contract teachers	92.3%	Up from 90.7%	80.6%	78.1%
Highly qualified teachers	85.7%	Down from 89.1%	90.4%	89.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.0%	4.5%	6.0%
Teachers returning from previous year	85.4%	Up from 84.7%	86.8%	85.4%
Teacher attendance rate	95.7%	Up from 93.3%	95.0%	94.9%
Average teacher salary	\$43,145	Up 2.3%	\$42,221	\$41,328
Prof. development days/teacher	15.0 days	Up from 12.6 days	12.2 days	11.5 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	3.0
Student-teacher ratio in core subjects	23.3 to 1	Down from 23.7 to 1	22.8 to 1	21.3 to 1
Prime instructional time	89.7%	Up from 88.2%	89.7%	89.3%
Dollars spent per pupil*	\$7,097	Up 2.9%	\$5,571	\$6,022
Percent of expenditures for teacher salaries*	61.0%	Up from 60.3%	62.1%	61.7%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	95.5%	Down from 96.9%	96.0%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.1%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dear Parents:

During the 2004-2005 school year, Gilbert Middle School proudly displayed its new Red Carpet Award in the lobby. The South Carolina Department of Education's Red Carpet program recognizes schools identified as family- and community-friendly. We will continue to display the Red Carpet for the next two years.

Also in the 2004-2005 school year, the South Carolina Association of School Administrators named Mr. Moseley their Middle Level Assistant Principal of the Year.

The preparation of students to be independent, respectful and contributing citizens is our top priority. Our students completed many service projects during the school year, raising more than \$10,000 for a variety of causes. We are proud of these and other achievements.

Test and performance data indicate challenges relating to reading comprehension and sustained achievement in all content areas throughout the middle school years. Our goals for overcoming these challenges include the continuous improvement of student reading, comprehension, and writing skills and the provision of challenging curriculum to prepare students for rigorous high school work.

The Measures of Academic Progress (MAP) test results provide students, teachers and parents with information about student progress. Students and teachers set achievement goals and measure student progress over a period of time.

Our eighth grade students and teachers, through the Environment as the Integrating Context (EIC) grant, studied the health of a local wetland and began development of an on-site wetland.

Mental health counseling, provided on campus for students and families, will continue in the coming year. Our comprehensive career guidance program provides students and parents with up-to-date information regarding educational and occupational opportunities.

The SC Reading Initiative-Middle Grades (SCRI-MG) provides a trained literacy coach and resources to assist teachers in improving student reading and literacy. Teacher study groups, led by our SCRI-MG Literacy Coach, provide teachers with strategies to assist reluctant and struggling readers. Resources provided through the grant and by our community have added thousands of books to classroom libraries. This initiative will continue in 2005-2006 to help students improve their reading and writing skills.

GMS is part of the Making Middle Grades Work (MMGW) network of schools. MMGW is a comprehensive framework for school improvement. Our teachers received professional training this past year in strategies to improve student achievement. This year's focus has been on a "no excuse" policy for completion of student work. A technical assistance team visited and made research-based recommendations for continuous school improvement. The SCRI-MG and MMGW initiatives will drive the development of our 2005-2006 school improvement plan for the Southern Association of Colleges and Schools.

Alan G. Zwart, Principal
Patty Spires, Chair, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	217	152
Percent satisfied with learning environment	100.0%	80.5%	85.9%
Percent satisfied with social and physical environment	100.0%	82.2%	83.2%
Percent satisfied with school-home relations	95.0%	85.0%	73.0%

*Only students at the highest middle school grade level at this school and their parents were included.